

# Schools and Prisons: Further Reading

AUTHOR

Amber Wiley

PROJECT

Black Lives Matter

TAGS

black lives matter

histories

incarceration

pedagogy

youth

American Architectural Foundation, *Report from the National Summit on School Design* (Washington, DC: American Architectural Foundation, 2006).

American Federation of Teachers, *Building Minds, Minding Buildings: Turning Crumbling Schools into Environments for Learning* (Washington, DC: American Federation of Teachers, 2006).

Henry Barnard, *School Architecture: Or, Contributions to the Improvements of School-houses in the United States* (New York: A. S. Barnes & Co., 1854).

Jeremy Bentham, *Panopticon; or, The inspection-house: containing the idea of a new principle of construction applicable to any sort of establishment, in which persons of any description are to be kept under inspection and in particular to penitentiary-houses, prisons ... work-houses ... and schools* (London: Reprinted and sold by T. Payne, 1791).

Susan Black, "Achievement by Design," *American School Board Journal* (October 2007): 39–41.

Iva E. Carruthers, "Centennials of Black Miseducation: A Study of White Educational Management," *Journal of Negro Education* 46, no. 3 (Summer 1977): 291–304.

Carol Cash and Travis Twiford, "Improving Student Achievement and School Facilities in a Time of Limited Funding," *International Journal of Educational Leadership Preparation* 4, no. 2 (April–June 2009).

Michael Clapper, "School Design, Site Selection, and the Political Geography of Race in Postwar Philadelphia," *Journal of Planning History* 5, no. 3 (2006): 241–263.

David K. Cohen, "Education and Race," *History of Education Quarterly* 9, no. 3 (Autumn 1969).

Larry Cuban, "The Open Classroom," *Education Next* 4, no. 2 (2004), accessed January 24, 2009, [http://educationnext.org/files/ednext20042\\_68.pdf](http://educationnext.org/files/ednext20042_68.pdf).

John Dewey, *Democracy and Education: An Introduction to the Philosophy of Education* (New York: Macmillan, 1916).

John Dewey, *Experience and Education* (New York: Macmillan, 1938).

John Dewey, *The School and Society* (Chicago: University of Chicago Press, 1899).

Michel Foucault, *Discipline and Punish: The Birth of the Prison* (New York: Vintage Books, 1979).

Paulo Freire, *The Pedagogy of the Oppressed* (New York: Seabury Press, 1970).

Richard Hatch, "Planning for Change: Towards Neighborhood Design and Urban Politics in the Public Schools," *Perspecta* 12 (1969).

bell hooks, *Teaching to Transgress: Education as the Practice of Freedom* (New York: Routledge, 1994).

Rebecca Klein, "Moving Student Photos Document School-To-Prison Pipeline," *Huffington Post*, November 3, 2014, accessed by January 8, 2015, [http://www.huffingtonpost.com/2014/11/03/critical-exposure-school-to-prison-pipeline\\_n\\_6094376.html](http://www.huffingtonpost.com/2014/11/03/critical-exposure-school-to-prison-pipeline_n_6094376.html).

Eric Margolis, "Looking at Discipline, Looking at Labour: Photographic Representations of Indian Boarding schools," *Visual Studies* 19, no. 1 (2004): 72–96.

Horace Mann, *Lectures on Education* (Boston: W. B. Fowle and N. Capen, 1845).

L. E. Maxwell, "A Safe and Welcoming School: What Students, Teachers, and Parents Think," *Journal of Architectural and Planning Research* 17, no. 4 (2000): 271–282.

Torin Monahan and Rodolfo Torres, eds., *Schools Under Surveillance: Cultures of Control in Public Education* (New Brunswick, NJ: Rutgers University Press, 2009).

Tuntufye S. Mwamwenda and Bernadette B. Mwamwenda, "School Facilities and Pupils' Academic Achievement," *Comparative Education* 23, no. 2 (1987): 225–235.

Oscar Newman, *Defensible Space: Crime Prevention Through Urban Design* (New York: Collier Books, 1973).

New York Civil Liberties Union, *A, B, C, D, STPP: How School Discipline Feeds the School-to-Prison Pipeline* (New York: NYCLU, 2013).

New York Civil Liberties Union and American Civil Liberties Union, *Criminalizing the Classroom: The Over-Policing of New York City Schools* (New York: NYCLU/ACLU, 2007).

Debra M. Pane and Tonette S. Rocco, eds., *Transforming the School-to-Prison Pipeline: Lessons from the Classroom* (Rotterdam: Sense Publishers, 2014).

Joseph M. Piro, "Foucault and the Architecture of Surveillance: Creating Regimes of Power in Schools, Shrines, and Society," *Educational Studies: A Journal of the American Educational Studies Association* 44, no. 1 (2008): 30–46.

Richard Henry Pratt, *Battlefield and Classroom: Four Decades with the American Indian, 1867–1904* (New Haven: Yale University Press, 1964).

John Raible and Jason G. Irizarry, "Redirecting the Teacher's Gaze: Teacher Education, Youth Surveillance and the School-to-Prison Pipeline," *Teaching and Teacher Education* 26 (2010): 1196–1203.

Frederick A. Rodgers, *The Black High School and Its Community* (Lexington, MA: Lexington Books, 1975).

Rajiv C. Shah and Jay P. Kesan, "How Architecture Regulates," *Journal of Architectural and Planning Research* 24, no. 4 (2007): 350–359.

Shannon D. Snapp, Jennifer M. Hoenig, Amanda Fields, and Stephen T. Russell, "Messy, Butch, and Queer: LGBTQ Youth and the School-to-Prison Pipeline," *Journal of Adolescent Research* 30, no. 1 (2015): 57–82.

Amy Sosnouski, "Visualizing Normality: Iconology and Symbolism in United States Schools" (PhD diss., University of Wisconsin-Madison, 2003).

Alison Stewart, *First Class: The Legacy of Dunbar, America's First Black Public High School* (Chicago: Chicago Review Press, 2013).

C. Kenneth Tanner, "Effects of School Design on Student Outcomes," *Journal of Educational Administration* 47, no. 3 (2009): 381–399.

Emmeline Taylor, *Surveillance Schools: Security, Discipline and Control in Contemporary Education* (London: Palgrave Pivot, 2013).

George E. Thomas, "From Our House to the 'Big House': Architectural Design as Visible Metaphor in the School Buildings of Philadelphia," *Journal of Planning History* 5 no. 3 (August 2006).

Cynthia L. Uline and Megan Tschannen-Moran, "The Walls Speak: The Interplay of Quality Facilities, School Climate, and Student Achievement," *Journal of Educational Administration* 46, no. 1 (2008): 55–73.

Cynthia L. Uline, Megan Tschannen-Moran, and Thomas DeVere Wolsey, "The Walls Still Speak: The Stories Occupants Tell," *Journal of Educational Administration* 47, no. 3 (2009): 400–426.

"Urban Education: The New Challenge," *Educational Researcher* 6, no. 9 (October 1977).

Donald Warren, "Original Intent: Public Schools as Civic Education," *Theory Into Practice* 27 (1988): 243–249.

Louis N. Williams and Mohamed El-Khawas, "A Philosophy of Black Education," *Journal of Negro Education* 47, no. 2 (Spring 1978).

Work Conference on Curriculum and Teaching in Depressed Urban Areas, *Education in Depressed Areas* (New York: Bureau of Publications, Teachers College, Columbia University, 1963).

Amber Wiley, "Schools and Prisons: Further Reading," *Aggregate* 3 (March 2015), <https://doi.org/10.53965/ULRP4224>.

\*Not peer-reviewed